



# Mark Scheme (Results)

October 2020

Pearson Edexcel GCE  
In History (9HI0/1E)

Paper 1: Breadth study with  
interpretations

Option 1E: Russia, 1917-91: from Lenin to  
Yeltsin

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors: Sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
2	4-7	<ul style="list-style-type: none"><li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li><li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li><li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
3	8-12	<ul style="list-style-type: none"><li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li><li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li></ul>

Level	Mark	Descriptor
4	13-16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section C

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"><li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li><li>• Judgement on the view is assertive, with little or no supporting evidence.</li></ul>
2	4-7	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li><li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li><li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li></ul>
3	8-12	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li><li>• Knowledge of some issues related to the debate is included to link to, or expand on, some views given in the extracts.</li><li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li></ul>
4	13-16	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li><li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li><li>• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li></ul>
5	17-20	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li></ul>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the introduction of the New Economic Policy (NEP) was the main reason for the survival of the Soviet regime in the years 1917-28.</p> <p>Arguments and evidence that the introduction of the NEP was the main reason for the survival of the Soviet regime, in the years 1917-28, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The NEP, by abolishing grain requisitioning and removing the ban on private trade, offered rural Russia economic incentives, which reduced peasant opposition to the Bolshevik regime</li><li>• The new class of 'NEP men' also assisted the regime in the short term by linking the towns with the countryside and by undertaking many economic tasks beyond the cumbersome and inefficient state planning system</li><li>• Economic recovery under the NEP, in the years 1921-24, helped to consolidate the regime by improving living standards, e.g. by raising food production and increasing average wages for urban workers</li><li>• The NEP enabled the Soviet regime to retain control over the 'commanding heights' of the economy (e.g. heavy industry), so the communists continued to dominate important industrial sectors.</li></ul> <p>Arguments and evidence that the introduction of the NEP was not the main reason and/other factors were the main reason for the survival of the Soviet regime, in the years 1917-28, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The NEP was not introduced until 1921, alienated sections of the population and the party, and by 1925 had plateaued in terms of economic improvement</li><li>• The Bolshevik regime relied heavily on coercion and repression to survive in the years 1917-28, e.g. Red Terror, crushing of the Tambov revolt, attacks on the Church</li><li>• Propaganda and censorship were used extensively in the years 1917-28 to win over 'hearts and minds' and remove critics of the regime, e.g. Glavlit introduced pre-publication censorship and the cult of Lenin</li><li>• The weakness of the anti-Bolshevik opposition helped the Soviet regime to survive during this period, e.g. the White forces were divided during the civil war and the Kronstadt and Tambov revolts were isolated.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that government policy failed to modernise Soviet agriculture in the years 1928-64.</p> <p>Arguments and evidence that government policy failed to modernise Soviet agriculture, in the years 1928-64, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Collectivisation failed to modernise Soviet agriculture because it had a disastrous impact on food production and livestock levels and caused widespread rural famine</li> <li>• In the immediate post-war period, government policy failed to modernise Soviet agriculture, e.g. in 1952 grain production was still below 1940 levels and the farming sector remained extremely labour intensive</li> <li>• Khrushchev's Virgin Lands Scheme, introduced in 1954, experienced serious setbacks in the drive to increase efficiency and output, e.g. uncertain crop yields and reliance on imported grain from the West</li> <li>• Khrushchev regularly reformed the ministries dealing with agriculture, leading to administrative confusion that had a negative impact on attempts to modernise the agricultural sector.</li> </ul> <p>Arguments and evidence that government policy did modernise Soviet agriculture, in the years 1928-64, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Collectivisation modernised Soviet agriculture in the sense that the farming sector was made part of the centralised command economy and party control was imposed over the rural population</li> <li>• Soviet policies saw farming incomes double between 1952 and 1958</li> <li>• Over the 1953-58 period, Soviet food production increased by 51 per cent</li> <li>• Under Khrushchev, investment in agriculture increased from 3 per cent to almost 13 per cent of the Soviet budget, leading to a 40 per cent rise in artificial fertiliser production and a 30 per cent rise in tractor production.</li> </ul> <p>Other relevant material must be credited.</p>



## Section B: indicative content

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Soviet leadership's hostility to religion remained remarkably consistent in the years 1917-85.</p> <p>Arguments and evidence that the Soviet leadership's hostility to religion remained remarkably consistent, in the years 1917-85, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Soviet leadership remained ideologically opposed to religion and its institutions throughout this period because such belief systems potentially threatened to undermine socialist values and communist control</li><li>• The Soviet leadership engaged in the persecution of religious personnel throughout the period, e.g. the targeting of priests and other religious figures under Lenin, Stalin, Khrushchev and Brezhnev</li><li>• The Soviet leadership attempted to dismantle the infrastructure of organised religion during this period, e.g. the destruction or conversion of churches under Lenin, Stalin and Khrushchev</li><li>• The Soviet leadership used propaganda and education to weaken public attachment to religion, e.g. the League of the Militant Godless under Stalin, the space programme under Khrushchev and science education under Brezhnev.</li></ul> <p>Arguments and evidence that the Soviet leadership's hostility to religion did not remain remarkably consistent, in the years 1917-85, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Under Lenin, the Soviet authorities funded Islamic schools and encouraged Muslims to join the party; Lenin's regime was less hostile to Islam because there had been no official link between Islam and the Tsarist system</li><li>• Stalin made a pragmatic alliance with the Orthodox Church during the Second World War to strengthen the war effort, e.g. anti-religious censorship and propaganda was ended and 414 churches were reopened</li><li>• Under Brezhnev, the Soviet leadership was more tolerant of the Orthodox Church, aware that religious persecution alienated Western opinion and complicated the conduct of Soviet foreign policy</li><li>• Brezhnev supported Islam as a 'progressive, anti-colonial and revolutionary creed' that was potentially anti-American in orientation, e.g. the founding of the Spiritual Board of Muslims of Central Asia and Kazakhstan.</li></ul>

	Other relevant material must be credited.
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Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the status of women in Stalinist society was essentially similar to that of women in the Khrushchev and Brezhnev eras.</p> <p>Arguments and evidence that the status of women in Stalinist society was essentially similar to that of women in the Khrushchev and Brezhnev eras should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Although women had greater employment opportunities during these years, most females worked in relatively unskilled, low paid jobs, e.g. routine factory work and agricultural labour</li> <li>• Throughout the entire period the 'double burden' put considerable pressure on women – the entrenched expectation that women should combine employment with family responsibilities</li> <li>• Throughout, women were underrepresented at all levels in the Communist Party, e.g. in the 1930s only 16 per cent of party members were women and the first female Praesidium member was appointed in 1957</li> <li>• The wives of the Soviet elite under Stalin, Khrushchev and Brezhnev led similar lives, e.g. they did not have to enter the workforce and were encouraged to engage in 'social' or community work.</li> </ul> <p>Arguments and evidence that the status of women in Stalinist society was different from that of women in the Khrushchev and Brezhnev eras should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Under Khrushchev and Brezhnev greater emphasis was placed on the provision of social benefits, such as healthcare, maternity arrangements and childcare, to improve conditions for women</li> <li>• Women were given access to abortion once again in 1955, thereby allowing females greater control over their own bodies; Stalin had made abortion illegal in 1936</li> <li>• Brezhnev's Family Code of 1968 gave women greater protection by making it illegal to divorce a woman who was pregnant or with a child under the age of one</li> <li>• Under Khrushchev and Brezhnev female role models were more prominent, e.g. the astronaut Valentina Tereshkova, the actress Ludmila Savelyeva and the gymnast Ludmilla Tourischeva.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the USSR collapsed in 1991 because of the challenge posed by Boris Yeltsin.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Yeltsin was a polarising figure because he opposed Gorbachev's domestic measures by supporting the union republics, criticising the Soviet authorities and asserting Russian sovereignty</li><li>• Yeltsin was central to negotiations for a Union Treaty (1990-91) that would have undermined the integrity of the USSR by establishing a confederation</li><li>• By late 1991 Yeltsin had decided to work for the dissolution of the Soviet Union and by this stage Gorbachev was a spent political force.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Gorbachev's reform programme and decisions, specifically concerning perestroika and democratisation, made the collapse of the Soviet Union more likely</li><li>• Yeltsin's growing political influence in Russia and his call for the republics to assume sovereignty fatally undermined the USSR</li><li>• The events following the failed August 1991 coup attempt led to the collapse of the Soviet Union during the autumn of that year.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the USSR collapsed in 1991 because of the challenge posed by Boris Yeltsin. Relevant points may include:</p> <ul style="list-style-type: none"><li>• With Yeltsin's approval and backing, the parliament of the Russian Republic declared that its sovereignty took precedence over that of the Soviet Union – in short, it stood above the authority of the USSR</li><li>• Yeltsin's encouragement of the nationalist movements of the non-Russian republics was deliberately designed to undermine the authority of the central Soviet government</li><li>• Yeltsin undermined the new Union Treaty (1991) and organised the Commonwealth of Independent States, a decentralised structure with no</li></ul>

Question	Indicative content
	<p data-bbox="373 183 1238 219">Soviet government, which was implemented in December 1991</p> <ul data-bbox="336 237 1406 353" style="list-style-type: none"> <li data-bbox="336 237 1406 353">• Yeltsin played a key role in foiling the August 1991 attempted coup; led by communist hardliners this represented a last-gasp attempt to maintain the Soviet Union intact and preserve one-party communist rule.</li> </ul> <p data-bbox="304 432 1394 548">Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the USSR collapsed in 1991 because of the challenge posed by Boris Yeltsin. Relevant points may include:</p> <ul data-bbox="336 566 1406 1086" style="list-style-type: none"> <li data-bbox="336 566 1406 683">• Gorbachev's economic initiatives, such as perestroika and market reforms, undermined the unity of the USSR by failing to produce adequate supplies of food and consumer goods for the Soviet population</li> <li data-bbox="336 701 1406 817">• Gorbachev's moves towards democratisation and political reform, notably the abolition of Article 6, effectively ended the communist one-party state and permitted other parties to be set up and contest elections</li> <li data-bbox="336 835 1406 952">• Yeltsin used elections to build up his power against Gorbachev and the USSR; Gorbachev's position as President of the USSR was weak, particularly as he refused to base it on a popular election in 1990</li> <li data-bbox="336 969 1406 1086">• Following the failed August 1991 coup, key events hastened the end of the USSR, e.g. the Democratic Reform Movement was established, the Union Treaty was killed off and the Communist Party was banned in Russia.</li> </ul>

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